DOCUMENT RESUME

ED 466 802 CS 511 197

AUTHOR	Johannessen, Larry R.; Kahn, Elizabeth A.
TITLE	How To Prepare Students for High-Stakes Tests (and Still Live with Your Conscience!).
PUB DATE	2001-10-06
NOTE	40p.; Paper presented at the Annual Fall Conference of the Illinois Association of Teachers of English (Elmhurst, IL, October 6, 2001).
PUB TYPE	Opinion Papers (120) -- Speeches/Meeting Papers (150)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	Classroom Environment; High Schools; *High Stakes Tests; *Language Arts; *Standardized Tests; *Student Evaluation; Student Needs; Teacher Role; *Test Wiseness
IDENTIFIERS	Test Readiness

ABSTRACT

Recent Gallup Polls uncovered the fact that the percentage of respondents who believe there is too much emphasis on testing is increasing, while the percentage who believe that the amount of emphasis is appropriate is declining. The public sees work in class and homework as significantly more important than tests in measuring student achievement and would use standardized tests not to determine how much students have learned, but to determine the kind of instruction they need. This paper offers some specifics about these results, and also suggests and discusses 10 ways teachers can prepare their students for high-stakes tests. The paper advises: (1) As a teacher, become assessment literate; (2) Do a task analysis of each part of the test to find out what students need to know and be able to do; (3) Create a classroom climate that encourages a positive approach toward assessment as part of the teaching/learning process; (4) Use the test(s) as an opportunity for inquiry or problem-based learning; (5) In preparing students for writing assessments, emphasize development of content over form and formulaic writing and focus on teaching students to write effectively; (6) Integrate any test preparation within your curriculum; (7) Just because something is not on the test, do not eliminate it from the language arts curriculum; (8) Communicate with parents, administrators, school boards, etc. about what you are doing to prepare students; (9) Avoid panic over results on one test; and (10) Be careful about using competition to motivate students to perform well--it can backfire. (Contains 45 references.) (NKA)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 466 802

HOW TO PREPARE STUDENTS FOR HIGH-STAKES TESTS (and still live with your conscience!)

Larry R. Johannessen
Associate Professor of English
Teacher Certification Program
Department of English
Reavis Hall 215, University Circle
Northern Illinois University
DeKalb, Illinois 60115
(815) 753-6683
e-mail: ljohann@niu.edu

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

L. R. Johannessen
E. A. Kahn

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Elizabeth A. Kahn, Ph.D.
English Department Chair
James B. Conant High School
700 East Cougar Trail
Hoffman Estates, Illinois 60194
(847) 755-3715
e-mail: ekahn@d211.org

for
Annual Fall Conference:
100 Ideas for the Teaching of English
West Suburban District of the Illinois Associate of Teachers of English
Elmhurst College, Saturday, October 6, 2001
Breakout Session #2, 10:20-11:20 a.m.:
Frick Center, Bryan Room

CS 511 197

BEST COPY AVAILABLE

HOW TO PREPARE STUDENTS FOR HIGH-STAKES TESTS (and still live with your conscience!)

Introduction:

I'm sure you all know that one of President Bush's educational goals is to improve the quality of education for all children in America, just as he did in Texas (according to him); and, he is going to achieve this lofty goal by imposing some form of standardized testing on all public school students at every grade level. Since congress has remained fairly quiet on this issue, and few in the public sector have spoken up in opposition to the President's plan, I'll bet that most of you sitting here today probably think that this is what the American people want. However, it might surprise you to learn some of the results of the annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools indicate that the American public is increasingly less positive toward standardized testing. As Rose and Gallup (2001) put it:

> The responses in th[e] [1999-2000 and 2000-2001] poll[s] offer warning signals for those states that are placing an increased emphasis on the importance of standardized tests. The percentage of respondents who believe that there is too much emphasis on testing is increasing, while the percentage who believe that the amount of emphasis is appropriate is declining. The public sees work in class and homework as significantly more important than tests in measuring student achievement and would use standardized tests not to determine how much students have learned, but to determine the kind of instruction they need. (p. 41)

Later in our presentation, we'll be going into more specifics about these results, but for now, what we hope you will be pleased about is that there appears to be a growing awareness on the part of the public that enough is enough with regard to testing and assessment. This should give us all hope for the future, and it provides us with an opening for saying to you that there are some positive steps you can take to prepare your students for high-stakes tests and still live with your conscience. Here are ten ways you can help prepare your students for high-stakes tests. In brief, these strategies are:

PREPARING STUDENTS FOR HIGH-STAKES TESTS

1. As a teacher, become assessment literate.

2. Do a task analysis of each part of the test to find out what students need to know and be able to do. Find out what a test actually measures. Just because it is called a test of reading comprehension does not mean that it measures everything about reading comprehension.

3. Create a classroom climate that encourages a positive approach toward assessment as part of the teaching/learning process.

4. Use the test(s) as an opportunity for inquiry or problem-based learning. Have students engage in task analysis. Give "practice tests," have students discuss answers/responses in small groups and whole class discussion, rate sample writing responses, etc.

5. In preparing students for writing assessments, emphasize the development of content over form and formulaic writing. Focus on teaching students how to write effectively. Avoid oversimplified formulas, lists, methods, etc.

6. Integrate any test preparation within your curriculum throughout the year.

7. Just because something isn't on the test, doesn't mean it should be eliminated from the language arts curriculum (e.g., poetry, creative writing, speaking).

8. Communicate with parents, administrators, school boards, etc. what you are doing to prepare students, why, and how they can also help from their end.

9. Avoid panic over results on one test. Keep records of results on other tests (such as placement tests, PSAT, AP, etc.) to add to the information available on student performance.

10. Be careful about using competition (between students, classes, schools, etc.) to motivate students to perform well. It can backfire.

1. As a teacher, become assessment literate.

The first thing you need to do to prepare your students for high-stakes tests is to become assessment literate. In order to find out if you are assessment literature, we thought we might start by asking you to answer three questions from a much longer self-test designed to determine if you are assessment literate (Popham, 2000-2001). (Put up overhead) Let us read the directions and the questions aloud, and you can silently answer

the three questions. When we are done, we'll show you the answers, and you can see how well you did.

Three Sample Questions from "The Self-Test"

Directions: Below you will find 17 items containing assessment-related words or phrases presented in boldface type, each of which will be followed by two definitions. Your task is to decide which of the two definitions accurately represents the item's boldfaced word or phrase. At the end of the self-test, an italicized answer key has been provided. The correct answers, incidentally, actually are correct.

9. Performance Test

A. An assessment of students' skills or knowledge requiring responses to tasks designed to elicit fairly substantial products or behaviors. Examples of performance-test tasks would include a directive that a student write an original essay or a requirement for a student to deliver a 10-minute extemporaneous speech.

B. Tests that are submitted for an annual "performance awards" at the National Council of Measurement in Education. Teachers who submit each year's award-winning classroom tests receive perma-plaqued copies of their test, suitably framed for wall-mounting.

14. Rubric

A. A scoring guide containing the evaluative criteria by which the quality of students' constructed responses to tests can be judged. If properly conceptualized, a rubric can be a potential instructional tool to help teachers and students alike.

B. A geometric, hand-held cubic puzzle designed to assess a student's spatial-visualization skills. Remarkably popular among laypersons, "Rubric's Cube" has also been used by many teachers for class-management purposes. Because it is a relatively insoluble task, the puzzle has proven useful in keeping hyperactive students occupied.

17. Validity

A. The extent to which a rationale for the use of a test is fundamentally well founded. If, for example, a principal informs teachers that they must administer a standardized test or lose their jobs, the test is said to possess sufficient validity.

B. The degree of accuracy reflected in the score-based inferences that educators make about students. Although tests are often described as being valid or invalid, validity technically refers to the accuracy of score-based inference rather than to the test itself.

The correct answers to these three questions are: 9: A; 14: A; 17: B. We hope you had some fun with this self-test.

On a more serious note, according to Richard Stiggins (2001), a national assessment expert, teachers and schools "face a staggering array of old and new assessment challenges." These include challenges that revolve around what he calls "day-to-day classroom assessment," or assessment tasks teachers have always done, and, of

course, challenges that revolve around "standardized testing." Here in the state of Illinois, this latter challenge takes the form of high-stakes standardized testing through the Illinois Standards Achievement Test (ISAT) and the Prairie State Achievement Examination (PSAE). Stiggins (2001) points out that because of a long-standing gap in their professional preparation, most teachers and administrators do not possess the "assessment literacy needed to meet these increasingly complex demands." Research indicates that teachers can spend as much as *one-third* of their available professional time involved in assessment-related activities, yet most teacher training programs have for decades failed to provide essential assessment training (Stiggins, 2001).

There are, of course, numerous implications of this lack of essential training. For example, if standardized tests are misunderstood or poorly used or if classroom assessments are of poor quality and they inaccurately reflect actual student achievement, then poor decisions may be made on the basis of the test-generated data, instruction my be ineffective, and students may suffer. On the other hand, if standardized tests are understood by their intended users, and if classroom assessments are of high quality, then sound instructional decisions may be made on the basis of the data such tests generate and student achievement may increase. In other words, sound assessment is one important key to school effectiveness. Hence, the need for teachers to become assessment literate.

Becoming Assessment Literate

There is one prerequisite to becoming assessment literate, and that is understanding that there has been what Stiggins (2001) calls "a fundamental shift in the mission of education" that has taken place since the 1950's. At the heart of the shift is

the idea of a new definition of school effectiveness. Throughout most of the twentieth century high schools were places that sorted and "ranked students" (i.e. into college bound and vocational tracks and from first in a class to last in a class), but **the new definition of excellence is based on the proportion of students who meet high achievement standards.**

This shift in the mission of schools means that the role of assessment has changed. It is no longer enough just to have assessments that tell the public which tracks students have been placed and how they rank in comparison to other students. Now, the public wants some way or ways to determine how well schools are meeting their new mission of helping students to become competent. Once we understand and accept this fundamental shift in the mission of education, it becomes easier to accept the idea that standardized testing and perhaps even high stakes standardized testing are not going to go away, so the best thing that we can do is learn as much as we can about assessment so that we can use it to our advantage to do the best we can for our students. So, my first recommendation for becoming assessment literate is for you *not* to put your head in the sand hoping that it will eventually go away--it won't; instead, you need **to accept the idea that assessment is here to stay and try to learn as much as you can about it, so that you can use it to your own and your students' best advantage.**

Second, we recommend that you spend time learning as much as you can about testing, assessment, and measurement. **It is important that you learn the technical and professional vocabulary, the purposes of assessment and testing, the meaning of test scores, how to interpret test results, and the issues in testing, assessment, and measurement.** We cannot give you here today a crash course on even some of these

BEST COPY AVAILABLE

important aspects of testing, assessment, and measurement. However, what I can do is to briefly discuss the technical and professional vocabulary that a couple of authorities, (Donald C. Orlich, et al. (2001) and Anita Woolfolk (2001),) say that every teacher should have, and you can determine for yourself if you have a basic understanding of this vocabulary. If you do, good, but if you don't, then you have some work to do.

Orlich and his colleagues maintain that every teacher should know and be able to distinguish among the terms *assessment, test, and measurement.* Also, teachers need to know what a standardized test is, and in particular what is meant by *norm reference tests and criterion referenced tests* in terms of *standardized tests.* In addition, teachers need to know the meanings of and difference between *achievement tests, diagnostic tests,* and *aptitude tests.* Given the present state of testing in Illinois, we would add that every teacher needs to understand what is meant by *High Stakes Testing*. Orlich (2001) and his colleagues maintain, and I agree, that teachers need to understand terms such as *validity and reliability.* Finally, teachers need to know what is meant by the terms *assessing learning potential, performance assessment* , and *authentic assessment* (Woolfolk, 2001). Think about your level of knowledge and understanding of these terms and concepts. If, for example, you are unsure about the difference between *validity* and *reliability,* or other key terms and concepts I mentioned, then you have some work to do. In a moment, we will be recommending some books and articles to help you improve your assessment literacy.

In addition to having a basic understanding of the technical and professional vocabulary of assessment, Richard Stiggins (2001), (who coined the term *assessment literacy,*) argues that assessment literacy comprises **two essential skills: first is the**

ability to gather dependable and quality information about student achievement; second is the ability to use that information effectively to maximize student achievement.

The second skill in assessment literacy, the effective use of information about student achievement has two parts. **First, assessment-literate educators must communicate results effectively.** This means to your students, colleagues, administrators, parents, and the community. This has been our major downfall in the past. **In addition, assessment information is being used effectively when the assessment development and application processes are used to improve instruction to maximize achievement for all students.** Stiggins even recommends making students a part of the process to help feel in control of the level of academic success they attain.

It is essential that all English teachers achieve competence in assessment because we need to recognize that effective instruction depends, in part, on high-quality assessment, and high-quality assessment can only be achieved by English teachers who are assessment literate. Here are some works that should help you improve your assessment literacy (Put up overhead).

Recommended Works on Assessment:

Airasian, P. W. (2000). *Assessment in the classroom* (2nd ed.). New York: McGraw-Hill.

Association for Supervision and Curriculum Development. (1996). *A teacher's guide to performance-based learning and assessment.* Alexandria, VA: Association for Supervision and Curriculum Development.

Ciliberto, A. (Ed.). (2001). Standards and assessment practices. *National Association of Secondary School Principals Bulletin.* 85(621).

Hillocks, G. (in press). *The testing trap: How state writing assessments control learning.* New York: Teachers College Press.

Illinois State Board of Education. (2000). *Prairie State Achievement Examination: Teacher's Handbook, 2000-2001.* Springfield, IL: Illinois State Board of Education.

Kohn, A. (2000). *The case against standardized testing: Raising the scores, ruining the schools.* Westport, CT: Heinemann/Boynton-Cook.

Monseau, V. R. (Ed.). (2001). Assessing ourselves to death. *English Journal,* 91.1.

Salvia, J., & Ysseldyke, J. E. (1998). *Assessment* (7th ed.). Boston: Houghton Mifflin.

2. Do a task analysis of each part of the test to find out what students need to know and be able to do.

It is extremely important that you do a task analysis to find out what a test actually measures. Just because it is called a test of reading comprehension does not mean it measures everything about reading comprehension. In the state of Illinois, the Illinois State Board of Education provides an ISAT and PSAE preparation handbook with sample tests, rubrics, sample written responses, etc. You should read them carefully from cover to cover.

In addition, you should actually take the tests yourself and try to get those you are working with on curriculum planning to do so as well. Why? The main reason is that you will get a clear sense of what students need to know and be able to do in order to do well on the tests. It will also help you avoid some common misconceptions about the tests. For example, we heard of one school district in which some teachers were planning

BEST COPY AVAILABLE

what they were going to do in their course to prepare their students for the PSAE, and these teachers decided they would need to have kids work on analogies. They were under the mistaken impression that analogies were on the ACT test.

Here is an example of what we learned when we did a task analysis of the English portion of one ACT English Practice Test that appeared on their website (<www.act.org>).

TASK ANALYSIS

ACT English

<www.act.org>

Clear language/clear meaning (meaning of words–thus, yet, so– phrases, sentences, etc.)	24 of 75
Punctuation (correct use of comma, colon, and semicolon)	12 of 75
Wordiness (eliminate repetition and extraneous words, reduce clause to adjective, etc.)	10 of 75
Stating the main idea (of a paragraph or an entire text)	7 of 75
Logical order of sentences, paragraphs, or parts of a sentence	6 of 75
Avoiding fragments	5 of 75

Parallel structure	2 of 75
Spelling (homonyms)	2 of 75
Usage (correct word)	2 of 75
Correct verb tense	2 of 75
Pronoun-antecedent agreement	1 of 75
Possessive	1 of 75
Misplaced modifier	1 of 75

There are a number of interesting things that we learned in doing the analysis. For example, the analysis indicates that nearly one third of the test focused on clear language and clear meanings in writing (such as thus, yet, so-phrases, sentences etc.). Nearly a second third of the test focused on punctuation (correct use of comma, colon, and semicolon) and wordiness (eliminate repetition and extraneous words, reduce clause to adjectives, etc.). And, almost twenty percent of the test focused on stating the main idea (of a paragraph or an entire text); logically ordering sentences, paragraphs, or parts of a sentence; and avoiding fragments. These items constituted the bulk of what students needed to know and be able to do. Such an analysis is helpful in guiding teachers' thinking about what to emphasize with students to prepare them for a test such as this one.

For example, one activity a teacher might engage students in is the revision of sentences. We would write the following group of sentences on the blackboard or project them on a screen. Students work in small groups to revise the passage.

Why Study Mythology?

> Our language looks to me to be filled with words that go back to Greek mythology and that these words can be explained only by learning the myths. Yet, for example, we praise food by saying it "tastes like ambrosia," which was the food of the gods on Mount Olympus.

One important point about this passage is that we wrote it with a ninth grade curriculum in mind in which students engage in a unit on mythology. Passages can be coordinated with the units that students are studying.

3. Create a classroom climate that encourages a positive approach toward assessment as part of the teaching/learning process.

There is considerable research regarding the importance of creating a positive learning environment, (e.g., Johnson & Johnson, 1999; Woolfolk, 2001). Effective teachers create a positive learning environment in their classrooms, and the results are dramatic in terms of higher levels of learning and more positive attitudes towards learning (Johnson & Johnson, 1999; Woolfolk, 2001). This same idea also applies to the climate you create in your classroom with respect to assessment and how it applies to the teaching/learning process. If you take some steps to create a positive approach toward assessment as a part of the teaching/learning process, then that increases the likelihood that your students will do well on the tests and will have a more positive attitude toward the tests.

How do you go about creating a classroom climate that encourages a positive approach toward assessment as part of the teaching/learning process? First, and foremost **you need to communicate to your students how the ISAT and PSAE, and indeed all of your classroom assessment practices, relate to the teaching/learning process in your classroom.** For example, make it clear to students that you will be teaching them how to read and write better throughout the year and that these are skills that they will be tested on when they take the state tests.

In addition, **you need to have and express to your students a positive attitude about high-stakes tests in general and the specific tests that your students have taken and will be taking.** In many cases, this will not be easy. You, your colleagues, and perhaps even your administrators may not have a very positive attitude toward about the tests. You need to resist taking that attitude into your classroom. If any of you have ever coached a team sport, you know what can happen to a team if they start having a negative attitude about what they are trying to accomplish and that attitude spreads throughout the team. It can spell disaster! The same is true for teaching. Be positive about the high-stakes test no matter what is going on around you. You don't want a negative attitude to worm its way into your classroom and end up having a negative impact on student performance on the test.

Closely related to the idea about maintaining a positive attitude toward high-stakes tests no matter what is going on around you is the idea that **you cannot let yourself or your students get caught up in the testing hysteria** that is especially bad as the time for the test draws near. You need to resist the hysteria that is generated from a variety of sources. Do not let yourself get caught up in all of this because if you do it can

destroy all of the good work you have done to establish a positive attitude toward the test. The best way to put your students in the right frame of mind for the test is for you to be positive, calm, and a steadying influence. You need to try as best as you can to deflect whatever hysterical nonsense is going on around you and your students. Just remember that if you and/or your students are panicked and overly-anxious when they take the test, they are less likely to perform as well as they might otherwise. In fact, research indicates that students who are prone to test anxiety or writing apprehension will probably not perform as well as they might otherwise (Smith, 1984).

It is also important that **you not be overly concerned about the test.** In other words, don't make more of the test than what it actually is. Again, it is easy for you and/or for your students to get the impression, especially with some of the nonsense in the media, that the test is the most important thing in their academic careers. It is not, and you need to make sure that they understand that and that you keep reminding yourself of that. Remind them and yourself that the test is one measure of their achievement, but by no means is it the only measure of their achievement. Remind them of how they have performed on other tests and assessments (classroom and otherwise) of their achievement.

The flip side of this coin is that **you also need to make sure that you do not dismiss the tests or take them too lightly.** Help your students to understand what role the tests do play in their academic careers, especially helping them to understand the immediate and long-term impact. Again, the best thing you can do is to maintain a positive, realistic, and balanced view of high-stakes tests, neither attaching too much nor little importance to them.

BEST COPY AVAILABLE

My final recommendation about maintaining a positive attitude toward the tests is as much for me as it is for you because it relates to a problem that I have had throughout my career about educational policies, practices, and rules that I don't like or with which I disagree. I have a tendency to be sarcastic when I talk about things I don't like. I have been known, for example, to refer to the State of Illinois Basic Skills Test, that all teacher education candidates must take who want to be a teachers in the state of Illinois, as "the test to keep idiots out of the profession." On the one hand, my desire in the right place. I want to convince my preservice teachers that they will do well on the test. That the test is not difficult, and that they will be able to pass it with the fine education that they are receiving at my university. However, my sarcasm is not a good thing. Over the years, there have been times when I have failed to keep my sarcasm in check, and once or twice my students have paid the price. One year, one of my best writers failed the writing part of the test because, following my lead, he got sarcastic when he wrote his essay. The same thing could happen to you. Sarcasm may not be your problem, but some other possible negative influence or attitude might be. So, my warning to you is that you need to be vigilant so that you **avoid the negative impact** of what I want to call **the unintended negative comments or attitude about high-stakes tests.**

4. Use the test(s) as an opportunity for inquiry or problem-based learning. Have students engage in task analysis. Give "practice tests," have students discuss answers/responses in small groups and whole class discussion, rate sample writing responses, etc.

What do we know about the effects of coaching students and teaching students test-taking skills to prepare them for high-stakes standardized tests? Courses to prepare students for college entrance examinations, both commercial and public school coaching programs, are available. In general, research has indicated that short high school training programs yield average gains of 10 points on SAT verbal scores, whereas longer commercial programs show gains of anywhere from 50 to as much as 200 points for some people (Owen, 1985). Kulik, Kulik, and Bangert (1984) analyzed the results of 40 different studies on aptitude and achievement test training and found that there were more substantial gains when students practiced on a parallel form of a test for brief periods than with other approaches. Two other types of training can make a difference in test scores. One is simple familiarity with the procedures of standardized tests. Students who have extensive experience with standardized tests do better than those who do not. Some of this advantage may be the result of greater self-confidence, less tendency to panic, familiarity with different kinds of questions, and practice with the various answer sheets (Anastasi, 1988). A second type of training that appears to be very promising is instruction in general cognitive skills such as solving problems, carefully analyzing questions, considering all alternatives, noticing details and deciding which are relevant, avoiding impulsive answers, and checking work. These are the kinds of metacognitive and study skills that apply to many contexts. Training in these skills is likely to generalize to many tasks (Anastasi, 1988).

Preparing Students for Testing: Teaching Problem Based Learning.

I recently read about a 6th grade class in Chicago that used the ISAT as an opportunity for problem-based learning (Ewy with student authors, 1997). This class read a newspaper article about the upcoming test and the less than stellar performance of the 6th graders in previous years. They took on the following problem: How could they improve their own test scores in such a way that they could (1) keep improving each year, (2) set a good example for their school, and (3) make preparing for the test more fun? The students talked about why the problem was important and how to solve it, They generated a problem analysis chart that contained four categories of information: (1) their ideas; (2) facts they knew; (3) their questions; and (4) their action plan. Under each category they had information such as the following: under "their ideas" they listed ideas such as, "Pay attention in class," "Look at the actual IGAP book format," and "Practice: use computer games." Under the category "their questions," they listed ideas such as "When is IGAP?" "How long is the test?" and "How long should we practice?"

Then the students divided into groups to do different tasks: schedule practice times, look for resources, make up questions, interview experts, and set up a tutoring program. What were the results? The students met or exceeded the state reading, writing, and mathematics goals. When they moved to junior high and had to take the math placement test, these students researched the test. They generated questions such as, "What are the cutoff points?" "What are the possible range of scores?" and "What are the evaluation criteria?" It certainly might be worthwhile, for you classroom teachers to take on a similar problem with your students.

Another effective strategy is to have students take practice tests. Start by having students engage in task analysis as the 6th grade class in Chicago did. Have them analyze

the test, perhaps in small groups, and determine what they will need to know and be able to do to in order to do an effective job.

Once students know what will be expected of them, they will be much more open to working on some practice tests. One procedure you can use is the following: Cut up tests into smaller sections with, for example, one reading selection along with the questions for that selection. Then, have students take this practice test individually and turn in their answers. The teacher may wish to monitor student performance over time as they engage in a number of practice tests. After students have worked individually, divide students into heterogeneous groups of 3 or 4 and have them take the same section of the test together as a group and discuss their answers. Next, lead a whole-class discussion of the text and their answers. As a follow-up, ask the class lead a class about the strategies they used to answer the questions. Having students practice the tests in small groups gives them the help and support of their peers when they are learning how to take the tests, and the follow-up discussions help students hone their test-taking skills.

For the writing portions of high stakes tests, you might use a similar strategy. You might start by giving students a topic to write on themselves in an impromptu and timed situation very similar to test conditions. For topics, you might use either a topic from a past test, or if the prompts from past-tests are not available, make up one that is similar to the kinds of topics that are on the test. Then, collect their responses and the prompts. Next, hand out the prompt again together with a set of essays (from three to six) on the topic. We use the sample papers supplied by the test maker, choosing ones that illustrate different levels of quality. Sample papers are usually available in test materials published by the state testing agency or test maker. Have students rank the papers from

BEST COPY AVAILABLE

best to worst. Next, put students in small groups of 3 to 4 and have them try to reach a consensus on their rankings. This is an important step because as they attempt to arrive at an agreed upon ranking, they will have to wrestle with the qualities of writing that make one paper a more effective response than another. After students have ranked the essays, lead a class discussion with groups reporting and debating their rankings and reasons for their rankings. Again, this discussion should help students develop the criteria for an effective essay. After the discussion, hand out and go over with students the official rubric used by the state or test maker and other accompanying materials that explain how the state or test maker would score the papers. Have students compare their own evaluations with those of the test makers. The next step is to hand back the papers that the students wrote in their testing situation (unmarked and ungraded). Have students meet in their small groups and read each other's papers using the official rubrics. They should suggest strengths and ideas for revising, based on the rubric and discussions of sample papers. Finally, ask students to revise their own papers and turn them in for a grade. This strategy gives students practice taking the writing test under testing conditions, helps them understand the criteria necessary to write a quality essay, and helps build their confidence in their ability to succeed on the writing test.

5. In preparing students for writing assessments, emphasize the development of content over form and formulaic writing. Focus on teaching students how to write effectively. Avoid oversimplified formulas, lists, methods, etc.

When form (such as in teaching "the five-paragraph essay") is the predominate emphasis, the result is often writing that says little or nothing; it just fills up space. We

believe that it is important to start with content. For example, in teaching students how to write an argument, we would emphasize helping them learn to generate evidence in support of a position or viewpoint, to respond to counterarguments, and so forth. We believe that having students work on form and organization makes more sense *after* they have generated something to say. The following case study activity, "Necessary Force?" is an example of one kind of activity we use in teaching argument.

Necessary Force?

After Jesse Ingram had three burglaries at his tavern, Goerge O's Place, he installed a 220-volt security wiring system to protect his property. He already had an alarm system, security cameras, and a beware of the dog sign that had done little to dissuade thieves. He hooked electrical lines to metal plates at the base of each window to protect his business, located in an industrial district on the south side of the city. He then put up signs warning that the business was protected by 220-volt security wiring.

But the warnings didn't stop 37-year-old Larry Harris from breaking the window to the tavern early on a Sunday morning and trying to climb in. Alerted to the break-in by the alarm system, police found Harris' dead body on the floor of the tavern at roughly 2:30 a.m.

Ingram disconnected the wiring system, which violated city building and fire codes. He could face a civil trial and criminal charges. **Does Ingram deserve to have criminal charges brought against him?**

Yes (list evidence here) *No (list evidence here)*

What additional information would you like or need to have to decide this case?

We pass out this case to students. Then, we put students in heterogeneous small groups of 3 or 4 and have them discuss the case, list the evidence that supports and does not support bringing Ingram up on criminal charges, and answer the question about any additional information they would like to have. The next step is to lead a class discussion, allowing and encouraging students to state their position on the issue, present evidence from the case, explain how their evidence supports their conclusions, and refute opposing arguments. In addition, we would discuss what additional information they would like to have, such as the laws concerning what a person can do to protect private property. At the conclusion of the whole-class discussion, we ask students to summarize

BEST COPY AVAILABLE

the necessary elements of an effective argument. As a follow-up, we have students do some additional research and write an argument stating their position, presenting and explaining evidence and refuting opposing viewpoints. Through a number of activities like this, our objective is getting students to be able to think about an issue, develop a position, generate and explain evidence, and also anticipate the arguments and evidence on the other side of the issue. We then work on how to organize their ideas into an effective composition. no

6. Integrate any test preparation within your curriculum throughout the year.

In order to explain how to do this and why this is an important strategy, we want to focus primarily on a recent research by Judith Langer. In two studies she published in 1999 and 2001, Langer indicates that most of the typical English teachers in the schools that she studied followed one of two strategies in preparing their students for high stakes tests. The most typical teacher did not teach test preparation at all, especially in classrooms where students where not scheduled to take a high stakes test that year. The second most common strategy was that teachers used a separated approach to test preparation, primarily teaching test preparation skills and knowledge apart from the ongoing literacy curriculum (Langer, 1999 & 2001). These skills include ways to select a best answer or how to best respond to a writing task from a reading item. According to Langer, neither of these approaches proved to be very effective. Langer's (1999 & 2001) research indicates that

in schools that beat the odds (that is, in schools where students tended to perform above expectations) test preparation has been integrated into the ongoing classtime,

as part of the ongoing English language arts learning goals. In contrast, in the more typical performing schools, test prep is allocated its own space in class time, often before testing begins, apart from the rest of the year's work and goals.

Langer points out that nearly all of the teachers she studied used both integrated and separated approaches to test preparation some of the time. However, the dominant patterns of use varied considerably among the beating the odds teacher and more typical teacher. More than three fourths of the more successful teachers in high performing and low-performing schools integrated the skills and knowledge that was to be tested into the ongoing curriculum as their dominant approach to test preparation; the others used integrated and separated approaches equally. In contrast, in schools and classrooms with typical performing students, 70% of the more typical teachers used a separated approach to test preparation. In addition, many teachers in the typical performing schools did not teach test preparation at all.

The message is clear. **The goal should be to try to align the curriculum and assessment. English teachers should attempt to teach the needed literacy abilities throughout the year, as part of the regular grade-level curriculum. If English teachers focus their attention on the single goal of improving test results, and teach the needed literacy skills apart from the curriculum, the results may not be as positive as they might think. On the other hand, if English teachers focus their instruction and curriculum on raising both test scores and student learning through an integrated curriculum, then students are more likely to perform well in both arenas.**

Once you have done your task analysis of the test and you know what skills, strategies and knowledge will be needed for the test, you need to determine how these relate to your curriculum. The next step is to determine how you can integrate the needed literacy skills, strategies, and knowledge appropriately and effectively into your curriculum. Keep in mind that there is nothing wrong with doing some test preparation right before your students take the test, but this by itself will not likely be enough for most students. You need to find ways to make the needed literacy skills part of your curriculum.

Langer (1999 & 2001) found that in higher performing schools, relevant teachers and administrators did a careful "deconstruction and analysis of the test items themselves," or task analysis, which led to a deeper understanding of what students needed to know and be able to do to achieve various levels of performance. They then did a review and revision of the curriculum and instruction to ensure that the identified skills and knowledge were incorporated into the ongoing English program the students would experience. Before the test, students practiced the "format" of the test to ensure students' familiarity with it. However, the primary focus was the infusion of the needed skills and knowledge into the curriculum that seems to have made a difference. In addition, students were taught to become more reflective about their own reading and writing performance, sometimes using rubrics, much like we suggested, throughout the school year in order to help them gain insight into their performance in response to particular tasks (Langer, 1999 & 2001).

One outstanding 7th grade teacher Langer (1999 & 2001) studied did the following: Her goal was to help her students think strategically about how to take the

exam and how to distinguish what she calls "on the surface and under the surface" questions. She also had her students read books such as *The House on Mango Street*, discussing their understandings and writing about it in test-like ways. She wanted to provide her students with ways to read, understand, and write in order to gain abilities that are marks of high literacy, not merely test-passing skills. Throughout the year she focused on the skills and competencies that are needed to do well on tests and to do well in English.

This stands out in striking contrast to many of the teachers in the typical performing schools who did little or nothing to prepare their students, and when their students performed poorly, they seemed to blame the students, or the test, but not themselves.

Overall, higher performing schools seemed to focus on students' learning, using the tests to be certain the skills and knowledge that are tested are being learned within the framework of improved language arts instruction, while the more typical schools seem to focus on the tests themselves, with raising test scores, rather than students' literacy learning as the primary goal.

In addition, Victoria Hammer, the English/Language Arts consultant for the Division of Assessment for the Illinois State Board of Education, argues that aligning the curriculum with the skills and strategies that are assessed in the test will naturally prepare students for the state tests (Hammer, 2001). She points out that she understands the pressure on some teachers to engage in extensive test preparation to prepare their students for the state tests. She points out that one way to deal with the pressure is to focus test preparation activities around the texts and writing tasks their students are currently

studying. Hammer (2001) maintains that this allows for the continuity of curricula while explicitly addressing the skills and abilities on the ISAT and PSAE tests (Hammer, 2001).

7. Just because something isn't on the test, doesn't mean it should be eliminated from the language arts curriculum (e.g., poetry, creative writing, speaking).

While this strategy isn't exactly in a parallel form to the others, we believe it is very important. Sometimes assessments can become the tail wagging the dog. It is very important to remember what the primary goals of the curriculum are and not narrow those goals to "match" a test. We know of school districts that because of students scores on high stakes tests either have eliminated or have contemplated eliminating important language arts goals from their curricula. This is a sad commentary because it is a high price to pay just to improve student scores on a test, especially since in their lives students need to know much more than only what is contained on a standardized test.

8. Communicate with parents, administrators, school boards, etc. what you are doing to prepare students, why, and how they can help from their end.

Kohn (2000) points out that for years, educators have basically followed a policy of telling parents and the community very little about testing. He argues that we need to become much more proactive and be honest about what we are doing and why. He also argues that teachers need to begin talking to administrators and school boards about what we are doing and why with regard to testing and assessment, especially how we are preparing students for high-stakes testing.

How can we enlist the support of administrators and school boards?

Kohn (2000) and others point out that teachers can never hope to gain the support of administrators and schools boards if we fail to tell them what we are doing and why. We need to talk to them about what we are doing and why. We need to explain how the curriculum prepares students for life and for high-stakes tests. We need to seek their support and involvement in what we are doing. When they are involved, they will be much more likely to support us in what we are trying to accomplish in our classrooms, and they will be more likely to help us to resist spreading the testing mania that currently exists.

How can we enlist parent support?

According to Daniel McGinn (2001) , most parents are understandably anxious when they hear that their child has to take a high-stakes test. Here are some things parents can do to keep everyone in the family on course. More important, if you as a teacher send a letter or announcement home to parents giving them the following information, you will help to build better relationships with parents and the community. Here are five things you can say to parents.

1. **Having a good vocabulary** is essential for passing most standardized tests, so parents should read to their young children early and often. When children read on their own, encourage them by creating a quiet reading spot in the house and making regular library trips. Research shows that reading expands a child's vocabulary.

BEST COPY AVAILABLE

2. **Parents should learn all they can** about the test their child is taking. How will the results be used? How much class time will be taken up in test preparation? As a teacher, you should inform your parents and the community about these issues.

3. **The night before the test,** parents should make sure that their child gets enough sleep. Encourage parents to stay calm; their son or daughter is probably anxious and needs reassurance from parents.

4. **If the results concern parents,** they should be encouraged to talk to you and/or guidance counselors or the testing office in your school district about the results. Parents might also contact schools of education at local universities. The key is do not keep parents in the dark.

5. Inform parents that **even the best test** is just a *snapshot* of their child at one particular point in time. It's not the whole picture. Success in life is dependent on many qualities that can't be tested or are difficult to test, including creativity, determination, ambition, hard work, and luck.

In addition, Anita Woolfolk (2001) argues that teachers should explain and use test results to build family and community partnerships. She offers a set of five guidelines for building family and community partnerships:

1. Be ready to explain, in nontechnical terms, what each type of score on the test report means.

2. If the test is norm-referenced, focus on the percentile scores. They are the easiest to understand.

3. Avoid using grade-equivalent scores.

4. Be aware of the error in testing.

5. Use conference time to plan a learning goal for the child, one that families can support. (Woolfolk, p. 539)

9. Avoid panic over results on one test. Keep records of results on other tests (such as placement tests, PSAT, AP, etc.) to add to the information available on student performance.

A few years ago, reading scores on the ISAT dropped. There was considerable concern. What were we doing wrong? Were we not teaching reading? However, some districts had other assessments that they could look at. They didn't find a similar drop in performance on these. That helped to keep things in perspective and avoid panic and knee-jerk reactions. In these districts, teachers, administrators, and the school board all agreed that students weren't reading as well as they would like, and they set out to evaluate the curriculum and make some revisions. But there was not an overblown sense of gloom and doom about the ISAT results. Everyone in the educational community needs to understand that the results of one test taken one year should never be the basis for making large scale changes in the curriculum.

10. Be careful about using competition (between students, classes, schools, etc.) to motivate students to perform well. It can backfire.

Okay, so you want your students to do well on the tests. And, as Alfie Kohn (2000) innocently asks in his book, *The Case Against Standardized Testing,* "[W]hat is the harm of seeing how kids and schools stack up against one another?" In fact, we would extend his question and ask, "What is the harm in a little friendly competition?" "Isn't competition what this country is all about?" After all, we see politicians, the business community, real estate agents, and the media using test results to compare students, teachers, schools, schools districts, communities, towns, cities, different geographical regions in a state, different states, different parts of the country, and countries all the time. In fact, they make these comparisons as if there is open competition going on all the time at all levels between these different entities. Given this situation, what is the problem with using it to motivate students to perform well?

Alfie Kohn (2000) maintains that using the scores from these tests (Norm Referenced Standardized Tests) to see how children and schools compare is "not only dumb but dangerous." In addition, he believes that the harm has ramifications throughout the whole system in a variety of ways. He argues that

> ... these tests contribute to the already pathological competitiveness of our culture, where we come to regard others as obstacles to our own success--with all the suspicion, envy, self-doubt, and hostility that rivalry entails. The process of assigning children percentiles helps to ensure that school is more about triumphing over everyone else than it is about learning. (Kohn, 2000, p. 15)

Furthermore, Kohn (2000) points out that because every distribution of scores contains a bottom, it will always appear that some kids are doing terribly. That in turn, can reinforce a sense that our kids and our schools are failing. Worse, it contributes to, what Kohn describes as, "the insidious assumption that some children just can't learn--especially if the same kids always seem to show up below the median" (Kohn, 2000, p. 16).

Kohn (2000) believes that this kind of thinking can then easily extend to parents, teachers, and the kids themselves, all of whom may come to believe this falsehood. Kids might figure that no matter how much I improve, everyone else will probably get better too, and I'm always going to be at the bottom. So, why bother trying? Conversely, a very successful student, trained to believe that rankings are what matter, may be confident of remaining at the top and therefore have no reason to do as well as possible. As Kohn points out, "Excellence and victory, after all, are completely different goals," and he adds, "For both groups of students, it is difficult to imagine a more powerful demotivator than norm-referenced testing" (2000, p. 16). Therefore, using competition to motivate students to perform well may actually have the opposite effect.

Furthermore, one obvious outcome is that educators may try to adjust the curriculum in order to bolster their students' scores or bring up their school's rank, but because these tests emphasize relatively unimportant knowledge, then "teaching for the test" isn't going to improve the quality of education. It may have the exactly the opposite effect.

One example of the negative consequences that can result from the current emphasis on competition in regard to the state tests in Illinois is what happened in Chicago a couple of years ago. "Test Mania" got so bad in Chicago that students at

BEST COPY AVAILABLE

Whitney Young High School (one of the city's best magnet schools) formed an organization of students to protest the emphasis on testing through planned teach-ins and ultimately refused to take the test. One leader of the group, 17 year old Will Tansman said, the focus on the exams "just seems totally excessive." Eli Presser, another student said that the rising number of tests makes students feel "like they are under constant jeopardy--like every single test was going to influence their life."

In English classes at Whitney Young, students claim that creative writing, has been pushed aside. Instead, students say that teachers emphasize a boilerplate essay format that exam scorers prefer, or in other words, the five-paragraph theme format. In 1999, a large number of students protested by refusing to take any more tests, and as they said in a letter to the principal, "We refuse to feed into this test-taking frenzy." It is important that educators help parents and the community understand that protests like the one in Chicago highlight some of the problems with using competition to motivate students to do well on high-stakes tests.

Conclusion:

We have tried to present some strategies that teachers can take back and use in their communities, schools, and classrooms to prepare students for high stakes tests and will, at the same time, still enable teachers to live with their consciences. In addition, we hope that we have given teachers some food for thought. In an attempt to put what we have presented here today and this whole high-stakes testing issue into some kind of perspective, we would like to close by looking at a quotation from what Virginia R. Monseau (2001), editor of *English Journal,* had to say in her introduction to the

September 2001 special issue of *English Journal* that is entitled, "Testing Ourselves to Death." She writes,

> The testing craze has taken on a life of its own to the point where the least knowledgeable often have the most to say about it. "Accountability" is a noble-sounding buzzword, but high-stakes testing has become more than a means of achieving this goal. It has become an empty "cause" for politicians who know little or nothing about how students learn or about the factors that influence learning. It has become a means of bashing teachers, who are and always have been vulnerable targets of blame. It has become the arbiter of curriculum, dictating what should be taught and to what degree. Worst of all, it has become a dreaded ritual for students, whose academic worth and possible future it decides. The monster that ate New York [on September 11, 2001] has nothing on the test that devoured education. (p. 14)

We hope that we have given teachers some new and powerful weapons to use as teachers prepare to do battle with the test-monster.

Bibliography

Airasian, P. W. (2000). *Assessment in the classroom* (2nd ed.). New York: McGraw-Hill.

Airasian, P. W. (1997). *Classroom assessment* (3rd ed.). New York: McGraw-Hill.

Anastasi, A. (1988). *Psychological testing* (6th ed.). New York: Macmillan.

Association for Supervision and Curriculum Development. (1996). *A Teacher's Guide to Performance-Based Learning and Assessment.* Alexandria, VA: Association for Supervision and Curriculum Development.

Banchero, S. (2001). School warnings return. *Chicago Tribune,* 8 July, 1, 16.

Ciliberto, A. (Ed.). (2001). Standards and Assessment Practices. *National Association of Secondary School Principals Bulletin.* 85(621).

Ewy, C. & Student Authors. (1997). Kids take on "The Test." *Educational Leadership,* 54(4), 76-78.

Hammer, P. (2001). Preparing students for the ISAT and PSAE. *Illinois English Bulletin,* 88(3), 61-64.

Hillocks, G., Jr. (2001). President Bush's plan for improving education hinges on testing. *National Conference on Research in language and Literacy Newsletter,* 28(1), 1, 3, 5.

Illinois State Board of Education. (2000). *Prairie State Achievement Examination: Teacher's Handbook, 2000-2001.* Springfield, IL: Illinois State Board of Education.

Jencks, C., & Phillips. M. (1998). *The Black-White test score gap.* Washington, DC: Brookings Institution Press.

Johannessen, L. R. (1994). Enhancing response to literature: A matter of changing old habits. *English Journal,* 83(7), 66-70.

Johnson, D.W., & Johnson, R. (1999). *Learning together and alone: Cooperation, competition, and individualization* (5th ed.). Boston: Allyn & Bacon.

Kahn, E. A. (2000). A case study of assessment in a grade 10 English course. *The Journal of Educational Research,* 93, 276-286.

Kahn, E. A. (1990) *How to prepare students for the IGAP Wrting Assessment (and still live with your conscience).* Paper presented at the annual IATE West Suburban District Conference, Elmhurst College, Elmhurst, IL.

Kohn, A. (2000). *The case against standardized testing: Raising the scores, ruining the schools.* Westport, CT: Heinemann/Boynton-Cook.

Kohn, A. (1999). *The schools our children deserve: Moving beyond traditional classrooms and "tougher standards."* Boston: Houghton Mifflin.

Kulik, J. A., Kulik, C. C., & Bangert, R. L. (April, 1984). Effects of practice on aptitude and achievement test scores. *American Educational Research Journal, 21,* 435-447.

Langer, J. A. (1999). *Beating the odds: Teaching middle and high school students to read and write well.* Report No. 12014. Albany, NY: Univeristy at Albany, National Research Center on English Learning and Achievement.

Langer, J.A . (2001). Succeeding against the odds in English. *English Journal,* 91(1), 37-42.

McNeil, L. M. (2000). *Contradictions of school reform: Educational costs of standardized testing.* New York: Routledge.

McGinn, D. (2001). The big score. In F. Schultz (Ed.), *Education 01/02* (28th ed.) (pp.187-189). Guilford, CT: McGraw-Hill/Dushkin.

Monseau, V. R. (Ed.). (2001). Assessing ourselves to death. *English Journal,* 91(1).

Monseau, V. R. (2001). From the editor. *English Journal,* 91(1), 14.

Oakes, J. (1993). Tracking, inequality, and the rehetoric of reform: Why schools don't change. In H. S. Shapiro & D. E. Purpel (Eds.), *Critical social issues in American education* (pp. 85-101). White Plains, NY: Longman.

Orlich, D. C., Harder, R. J., Callahan, R. C., & Gibson, H. W. (2001) *Teaching strategies: A guide to better instruction* (6th ed.). Boston: Houghton Mifflin Company.

Owen, L. (1985). *None of the above: Behind the myth of scholastic aptitude.* Boston: Houghton Mifflin.

Popham, W. J. (2000-2001). Burned at the high stakes: A somewhat pseudo self-test about testing. *American Educator,* 24(4), 35-39.

Rose, L. C., & Gallup, A. M. (2001). The 33rd annual Phi Dela Kappa/Gallup Poll of the public's attitudes toward the public schools. *Phi Delta Kappan,* 83(1), 41-58.

Rose, L. C., & Gallup. A. M. . (2000). The 32nd annual Phi Delta Kappa/Gallup Poll of the public's attitudes toward the public schools. *Phi Delta Kappan,* 82(1), 41-58.

Salvia, J., & Ysseldyke, J. E. (1998). *Assessment* (7th ed.). Boston: Houghton Mifflin.

Sizer, T., & Sizer, N. (1991). *The students are watching.* Boston: Beacon Press.

Smagorinsky, P. (2002). *Teaching English through principled practice.* Upper Saddle River, NJ: Merrill/Prentice-Hall.

Smith, M. L. (1991). Put to the test: The effects of external testing on teachers. *Educational Researcher,* 20(5), 8-11.

Smith, M. W. (1984). *Reducing writing apprehension.* Urbana, IL: ERIC/NCTE.

Stiggins, R. J. (2001). The principal's leadership role in assessment. *National Association of Secondary School Principals Bulletin,* 85(621), 13-26.

Stiggins, R. J. (2001). Introduction to the special section: Building a productive assessment future. *National Association for Secondary School Principals Bulletin,* 85(621), 2-4.

Walter, C. C., Kahn, E. A., & Johannessen, L. R. (1983). Student writing: If you can teach it, you can test it. *Curriculum Review,* 22(3), 11-16.

Walton, S., & Taylor, K. (1997). How did you know the answer was boxcar? *Educational Leadership,* 54(4), 38-40.

Wiggins, G. P. (1993). *Assessing student performance: Exploring the purpose and Limits of testing.* San Francisco: Jossey-Bass.

Wiggins, G. P. (1991). Standards not standardization. *Educational Leadership,* 48(5), 18-25.

Wiggins, G. P., & McTighe, J. (1998). *Understanding by design.* Alexandria, VA: Association for Supervision and Curriculum Development.

Woolfolk, A. (2001). *Educational psychology* (8th ed.). Boston: Allyn & Bacon.

Worthen, B. R. (1993). Critical issues that will determine the future of alternative assessment. *Phi Delta Kappan,* 74, 444-457.

Worthen, B. R., & Spandel, V. (1991). Putting the standardized test debate in perspective. *Educational Leadership,* 48(5), 65-70.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

REPRODUCTION RELEASE

CS 511 197

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: How To Prepare Students for High-Stakes Tests (and still live with Your Conscience!)

Author(s): Larry R. Johannessen and Elizabeth A. Kahn

Corporate Source:

Publication Date: October 6, 2001

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents	The sample sticker shown below will be affixed to all Level 2A documents	The sample sticker shown below will be affixed to all Level 2B documents
PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY Sample TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) 1	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY Sample TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) 2A	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY Sample TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) 2B
Level 1 ☑	Level 2A ☐	Level 2B ☐
Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) *and* paper copy.	Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only	Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature: Larry R. Johannessen Elizabeth A. Kahn	Printed Name/Position/Title: Larry R. Johannessen Associate Professor of English
Organization/Address: Northern Illinois University Dept of English, Reavis Hall 215, DeKalb, IL. 60115	Telephone: (815) 753-6683 FAX: (815) 753-0606 E-Mail Address: Johannes@niu.edu Date: 6/10/02

(over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

Requisitions

ERIC/REC
2805 E. Tenth Street
Smith Research Center, 150
Indiana University
Bloomington, IN 47408

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

~~ERIC Processing and Reference Facility~~
~~1100 West Street, 2nd Floor~~
~~Laurel, Maryland 20707-3598~~

~~Telephone: 301-497-4080~~
~~Toll Free: 800-799-3742~~
~~FAX: 301-953-0263~~
~~e-mail: ericfac@inet.ed.gov~~
~~WWW: http://ericfac.piccard.csc.com~~

EFF-088 (Rev. 9/97)
PREVIOUS VERSIONS OF THIS FORM ARE OBSOLETE.